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ABSTRACT

The primary objective of the project for Improving the Teaching of English as a Second Language in the High Schools was to improve the facility of English-language-handicapped students in the four language skills (listening, speaking, reading, and writing) so that they can make a proper adjustment to high school. Most of the students are from Spanish-speaking or French-speaking backgrounds, althought the project serves as many as 20 different language groups. To overcome the language problem of these students in the 50 high schools selected for participation, three (later increased to four) teacher trainers were employed at the Central Board, a variety of curriculum materials was uniformly introduced to the schools, and a structure was provided to coordinate and direct the overall effort. Specifically, the program objectives which were evaluated were: (1) the efficacy of the teacher-training program; (2) the number of classroom visitations, workshops and demonstration lessons offered by the Central Board staff of teacher-trainer consultants; (3) the degree to which the project has made teacher participants more aware of the special needs of non-English speaking learners; (4) the amount of articulation among high schools in the project reported by ESL department chairmen; (5) a comparison of the dropout rate of ESL students in the program with comparable grade level and aged children in conventional classes; and, (6) student growth on the Puerto Rican Scale "A", a rating scale used by classroom teachers to evaluate the children's ability to speak and understand spoken English. The Linguistic Capacity Index was also used to assess pupil achievement in learning English as a second language. (Author/JM)

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Function Number 17-36459

AN EVALUATION:

IMPROVEMENT OF THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

STATE URBAN EDUCATION PROGRAM

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended.) Performed under contract with the Board of Education of the City of New York for the 1972-1973 school year.

Professor Harvey Nadler, Director
Mr. Stephen Urgenson, Co-Director

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
School of Education
New York University

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July 15, 1973

Dr. Anthony J. Polemeni
Director (Acting)
Bureau of Educational Research
Board of Education of the City of New York
110 Livingston Street - Room 724
Brooklyn, New York 11201

Dear Dr. Polemeni:

In fulfillment of the agreement dated 11 June, 1973 between the New York City Public Schools and the Center for Educational Research and Field Services, I am pleased to submit three hundred copies of the final report, Improvement of the Teaching of English As A Second Language.

The Bureau of Educational Research and the professional staff of the New York City Public Schools were most cooperative in providing data and facilitating the study in general. Although the objective of the team was to evaluate a project funded under State Urban Education, this report goes beyond this goal. Explicit in this report are recommendations for modifications and improvement of the program. Consequently, this report will serve its purpose best if it is studied and discussed by all who are concerned with education in New York City--the Board of Education, professional staff, students, parents, lay leaders, and other citizens. To this end, the study team is prepared to assist with the presentation and interpretation of its report. In addition, the study team looks forward to our continued affiliation with the New York City Public Schools.

You may be sure that New York University and its School of Education will maintain a continuing interest in the schools of New York City.

Respectfully submitted,

Arnold Spinner

Arnold Spinner
Director

AS:mh

ACKNOWLEDGEMENTS

The director and co-director of the project wish to express appreciation to the following members of the professional staff of the evaluation team:

Mr. David Middleman, Research Assistant
Professor Eric Brown, New York University
Professor John Sawyer Mayher, New York University
Professor Robert M. Willis, New York University

We gratefully acknowledge the cooperation of the teachers of ESL, their department chairmen, and the staff at the Central Board: the four teacher-trainer consultants and the director, all of whom made this report possible.

TABLE OF CONTENTS

Page

EXECUTIVE SUMMARY 1
INTRODUCTION 5
PROGRAM OBJECTIVES 5
EVALUATION OBJECTIVES 6
METHODS OF COLLECTING DATA 6
THE PROGRAM IN OPERATION 7
- Selection of Student Population 7
- The Teaching Staff 9
- Teacher-Trainer Consultants and In-Service Training 11
- Awareness of ESL Student Needs 17
- Articulation 19
- Effects of Program on Students 22

SUMMARY AND CONCLUSIONS 27
RECOMMENDATIONS 31
APPENDICES 33
- A. Questionnaire for Teachers 34
- B. Teacher-Trainers Account Form 40
- C. Articulation Survey Form 41
- D. Drop Out Data Form 42
- E. Professional Training and Involvement: Frequencies 43
- F. Program Rating: Percentages 44
- G. Program Rating: Modal Responses 45
- H. Program Rating: Frequencies 46
- I. Awareness: Frequencies 47
- J. Awareness: Percentages 48
- K. Chairman Survey Form 49
- L. Puerto Rican Scale A: Frequencies 50
- M. Examination of the Linguistic Capacity Index 51
- Ñ. Analysis Distribution of LCI Scores for ESL Students Rated on the Puerto Rican Scale A 54

LIST OF TABLES

Table *Page*

1. ESL Student Placement 7
2. Determination of English Language Proficiency 8
3. Class Types According to English Language Proficiency 8
4. Classroom Experience of ESL Teachers 9
5. Professional Training and Involvement Questionaire: Comparison of Teacher in terms of ESL Experience: Responses Expressed as Percentages 10
6. New York City Licenses Held by ESL Teachers 10
7. Program Rating Instrument: Comparison of Teachers in terms of Total ESL Teaching Experience: Expressed as Percentages 12
8. Program Rating Instrument: Comparison of Teachers in terms of Total ESL Teaching Experience: Expressed as Modal Responses 13
9. Program Rating Instrument: Comparison of Teachers in terms of Total ESL Teaching Experience: Expressed as Frequencies 14
10. ESL Consultants' Activities 15
11. Actual Consultants' Activities vs. Objective 16
12. Teacher Suvery: Workshops Provided in School and Attended 16
13. Teacher Survey: Demonstration Lessons Provided in School and Attended 17
14. Awareness Instrument: Comparison of Teachers in terms of Years of ESL Experience: Responses are Expressed as Percentages 18
15. Chairmen Responses to Articulation Survey 19
16. Teacher Survey: Articulation–Contact Periods and Textbooks 20
17. Teacher/Chairman Input to Central Board 21
18. Dropout Rate for Selected High Schools: February-June 1973 21
19. Results of Puerto Rican Scale A: Expressed as Percentages 23
20. Summary of LCI Results for ESL Students 23
21. Analysis of the Distribution of Pre-LCI Total Scores by Puerto Rican Scale A 24
22. A Comparison of the Distribution of Students' Total Scores on the Pre-LCI and Student Placement on the Pre-Puerto Rican Scale A 25
23. Correlation of Pre-Puerto Rican Scale A and LCI 26

EXECUTIVE SUMMARY

The evaluators did not receive a contract for the evaluation until late in February, 1973, at which time it was decided to use as much of the research design prepared by the Bureau of Educational Research of the Board of Education of the City of New York (August 1972) as was feasible considering the time limitations imposed by the late start, with specific reference to pre- and post- testing as well as the preparation of instruments needed for evaluating some of the program objectives. Other information was not available when requested; this included data on students who had left the ESL program the previous year and were currently in the mainstream as well as data from the heads of guidance departments in the feeder junior high schools. The evaluators were precluded by time from preparing achievement tests in reading and in writing for different proficiency levels, and tests to determine whether students could read and write functionally to enter the mainstream; nor was the Metropolitan Reading Test administered in April 1973. As a result, all program objectives reflecting the need for these data have been omitted from the report.

Program Objectives

The program objectives which were evaluated were:

1. The efficacy of the teacher-training program
2. The number of classroom visitations, workshops, and demonstration lessons offered by the Board staff of teacher-trainer consultants
3. The degree to which the project has made teacher participants more aware of the special needs of ESL learners
4. The amount of articulation among high schools in the project reported by ESL department chairmen
5. A comparison of the drop out rate of ESL students in the program with comparable grade levels and aged children in conventional classes, and
6. Student growth on the Puerto Rican Scale "A".

Findings

The failure of the data to entirely support attainment of any of the evaluation objectives described herein should be considered more of a failure in proposing realistic objectives than of a failure of the program or its personnel.

Student Selection and Placement. Eighty-nine percent of the teachers stated that student placement was based on English language proficiency; yet, 69% indicated that such proficiency was determined by an interview alone without reference to the Puerto Rican Scale A (also referred to as Scale) or the Linguistic Capacity Index (LCI), indicating that student placement is done very

subjectively. This notion was supported by teacher responses that only 14% indicated that all of their classes were homogeneous, and also by examination of the LCI pre-test scores which overlap each of the Scale categories from *F* to *C*.

The Teaching Staff. More than 50% of the teachers in the program have six or more years of teaching experience while less than 20% have six or more years of ESL teaching experience. More than 67% have the fundamental professional courses required for ESL teachers, but less than 40% are members of the national professional organization (TESOL) and only 15% are members of the state affiliate (NYSESOLBEA). These percentages are consistently lower with the less-experienced teachers. Almost 60% of the program ESL teachers have City ESL licenses.

In-Service Training. The stated objective that 90% of the teachers would rate the consultants good to excellent was not achieved for any of the items prepared by the evaluation team. Nevertheless, teacher response was consistently favorable with the exception of their responses to both workshops and demonstration lessons, which are discussed further in the next finding.

Numbers of Visitations, Workshops and Demonstration Lessons. The stated objective of a monthly average of 16 visitations, 1 workshop and 5 demonstration lessons was achieved only by the average number of visitations (19.54). The terms *workshop* and *demonstration lesson* were nowhere defined in the proposal and it was the impression of the evaluators that both teachers and the consultants themselves were unclear as to what constituted a workshop and what a demonstration lesson. This was further complicated by the evaluation director's understanding that the workshops were intended specifically for the department chairmen and not for the classroom teachers. Consequently, the evaluators recommend ignoring all data concerned with workshops and demonstration lessons as invalid. The important consideration is that the teacher-trainer consultants were out in the schools where they were supposed to be, providing services for which they were employed.

Awareness of the Special Needs of the ESL Learner. Although teacher response was on the whole positive, no item received the 90% affirmative response required to achieve the stated objective that the program had made them more aware of the ESL learner's special needs. It was unwise to assume that 90% of any professional group would admit that they had that much to learn about their own field. A more realistic objective of 60% would have permitted nine of the fifteen items surveyed to have attained that objective.

Articulation. Only 35% of the department chairmen surveyed believed that there was articulation between their high schools and the feeder junior high schools, failing to achieve the 90% affirmative response in the stated objective, mitigated by the statements by many of the chairmen that most of their students are new arrivals. According to the Assistant Director of the program,

district coordinators attended institutes held by the Office of Bilingual Education, as well as personnel from the junior high schools who spoke to the high school representatives about articulation. The program Assistant Director also stated that the teacher trainers assisted in articulation in their visits to their schools.

The efforts of the Central Board received strong praise from the chairmen, 74% of whom believed that there was articulation in terms of similarity of ESL programs in the project high schools. This was supported by 53% of the teachers who indicated that they met their classes 5 to 10 periods weekly while 91% were using at least one of the four types of classroom materials distributed by the Board.

Effects of Program on Students.

1. *Drop Out Rate*

The combined average ESL drop out rate was 50% better than the combined total dropout rate for the limited sample of responding schools, thereby meeting the stated objective.

2. *Puerto Rican Scale A*

The stated objective of attaining at least one level higher on Scale A (speaking ability) was reached by the appropriately projected percentages for students who pre-tested into levels *D* and *E*. Of those who pre-tested in at level *F*, 86% were rated at least one level higher but this figure failed to reach the projected figure of 100%. Only 59% of those who pre-tested at level *C* attained level *B* or higher failing to reach the projected figure of 75%. Information obtained by using the Linguistic Capacity Index suggests that the major fault of any failure to reach the stated objectives on the Puerto Rican Scale was probably caused by poor initial placement. (See comparison below, #4.)

3. *The Linguistic Capacity Index*

Although this test seems better suited to elementary school youngsters, it was used for two reasons: pre-test data were available when the evaluators received the contract in late February, and it would provide a comparable measure to the Scale ratings. (A separate examination of the LCI by the evaluation team can be found in Appendix N.) The t-ratios for the pre-post test mean gains were significant at the .005 level for each of the individual components of the test and for the test as a whole.

4. *Puerto Rican Scale A and the Linguistic Capacity Index*

The LCI scores were set up in groups according to those students rated in each of the categories (*C* to *F*) on the Scale. What was immediately clear was that despite ascending means on the LCI for each group from *F* through *C*, there was considerable overlap among scores on the LCI for students at each of the Scale levels. This suggests that the program did not have homogeneously grouped classes for the most part because of a dependence on a rating system that does not permit uniform ratings because it is too reliant on teacher judgment.

For two presumably comparable instruments, the correlation coefficient (r) was a rather low .5230.

Recommendations

In view of the evaluators' belief that any failure was more in the proposing of realistic objectives than in the program itself, the evaluators recommend that the program be continued. They further recommend:

1. that all terms be clearly defined in any subsequent proposals, including *awareness, articulation, workshop, demonstration lesson.*

2. that more realistic statistical goals be stated for future proposals, taking into account the diversity of human populations involved: students, teachers, department chairmen, and teacher trainers.

3. that new instruments be sought or created for the purpose of student selection and *homogeneous* placement.

4. that unappointed teachers licensed by the Board of Examiners to teach ESL be hired whenever there is an opening in the program. There is no reason that more than 40% of the teachers do not have ESL licenses. At the same time, the Board should be credited for attempting to provide in-service training for those who do not hold licenses and even for those who do.

5. that, if workshops and demonstration lessons are to be included in subsequent proposals, they be scheduled in school and at the Board at times convenient for the maximum number of personnel to benefit from them.

6. that, if articulation between the feeder junior high schools and the high schools is solely a function of these schools, then it should not be listed as a function of the Central Board and should thus be omitted from program objectives.

7. that the efforts to disseminate throughout the schools information about, and newly published materials in, the field of English as a second language be continued and intensified.

8. that, if information on students who leave the program for the mainstream is sought for follow-up purposes, procedures should be established so that such information is readily available.

9. that, if follow-ups are to be done on drop out rates, once again procedures must be established, so that such data are readily available, both for current year students and for those students who might have moved into the mainstream after having been "promoted" from the program in the current or previous years.

10. that instruments be created for testing student achievement in all language areas and skills taught in the program.

11. that the Central Board staff foster interest in and encourage participation in appropriate professional organizations at the national (TESOL) and local levels (NYSESOLBEA).

12. that consideration be given to providing at least two periods of ESL daily (this is already being done in some schools), especially to those youngsters whose English proficiency is low. A regular English class can do little but frustrate such youngsters, who would benefit considerably by the double period or two separate periods of ESL.

INTRODUCTION

The evaluation team did not receive the contract for the evaluation until late in February, 1973, at which time it was decided to use as much of the research design prepared by the Bureau of Educational Research of the Board of Education of the City of New York (August 1972) as was feasible considering the time limitations imposed by the late start, with specific reference to pre- and post-testing as well as the preparation of instruments needed for evaluating some of the program objectives. Other information was not available when requested; this included data on students who had left the ESL program the previous year and were currently in the mainstream (attendance records, drop out rates, academic achievement, school behavior, and ratings on the Puerto Rican Scale "A"), as well as data from the heads of guidance departments in the feeder junior high schools. The evaluators were precluded by time from preparing achievement tests in reading and in writing for different proficiency levels and tests to determine whether students could read and write functionally to enter the mainstream; nor was the Metropolitan Reading Test administered in April 1973. As a result, all program objectives reflecting the need for these data have been omitted from the report.

PROGRAM OBJECTIVES

The primary objective of the project for Improving the Teaching of English as a Second Language in the High Schools was to improve the facility of English-language-handicapped students (defined as those rated "C" or below on the Puerto Rican Scale "A") in the four language skills (listening, speaking, reading and writing) so that they can make a proper adjustment to high school. Most of the students are from Spanish-speaking or French-speaking backgrounds, although the project serves as many as twenty different language groups. To overcome the language problem of these students in the fifty high schools selected for participation, three (later increased to four) teacher trainers were employed at the Central Board, a variety of curriculum materials was uniformly introduced to the schools, and a structure was provided to coordinate and direct the overall effort.

Specifically, the program objectives which were evaluated were:

1. The efficacy of the teacher-training program
2. The number of classroom visitations, workshops and demonstration lessons offered by the Central Board staff of teacher-trainer consultants
3. The degree to which the project has made teacher participants more aware of the special needs of non-English speaking learners
4. The amount of articulation among high schools in the project reported by ESL department chairmen
5. A comparison of the drop out rate of ESL students in the program with comparable grade level and aged children in conventional classes, and
6. Student growth on the Puerto Rican Scale "A".

EVALUATION OBJECTIVES

The evaluation of the program assessed the degree to which the program objectives were met. Consonant with the program objectives, the evaluation objectives were:

1. The teacher-training program will be rated good to excellent by 90% of the teachers.
2. Records will indicate that consultants from the Board office will have averaged sixteen visits, two workshops and five demonstration lessons per month.
3. Ninety per cent of the teacher participants will indicate that the project has made them more aware of the special needs of non-English-speaking children.
4. Greater articulation among high schools will have been reported by 90% of the chairmen surveyed.
5. The drop out rate of ESL students in the program will be 50% less than that of comparable grade level and aged children in the conventional classes.
6. At the end of the school year, pre-post-test student ratings by teachers on the Puerto Rican Scale "A" will indicate the following improvement in speaking ability:

100% of those originally rated "F" will be rated "E" or better.
80% of those originally rated "E" will be rated "D" or better.
60% of those originally rated "D" will be rated "C" or better.
75% of those originally rated "C" will be rated "B" or better.

METHODS OF COLLECTING DATA

Evaluation of teachers' program rating and teachers' growth in awareness was made through the use of the "Questionnaire for Teachers" (See Appendix A).

Evaluation of the consultants' activities was made through the use of the "Account Form for Teacher-Trainer Activities" developed by the Bureau of Educational Research (See Appendix B).

Evaluation of the articulation among high schools was made through the use of the "Articulation Survey" form (See Appendix C).

Evaluation of the dropout rate of ESL student project classes compared to the school-wide dropout rate was made through the use of the Drop Out Data Form (See Appendix D).

Pupil progress in language proficiency was determined in two ways. Classroom teachers used the Puerto Rican Scale, Form A, to evaluate the children's ability to speak and understand spoken English on a pre-and post-test basis. The Linguistic Capacity Index (Brengelman, Frederick H. and John C. Manning. 1964. Southwest Educational Development Laboratory, Austin, Texas) was also used to assess pupil achievement in learning English as a second language.

THE PROGRAM IN OPERATION

This re-cycled program was expanded to include over fifty high schools in Manhattan, the Bronx, Brooklyn and Queens, servicing non-English speaking students rated "C" to "F" on the Puerto Rican Scale A, who were referred by classroom teachers and guidance counsellors in the respective schools. In addition, teacher-training services were performed by four (originally three, increased in February) teacher-trainer consultants each of whom was assigned to specific high schools and was involved in classroom visitations, workshops, demonstrations lessons and the dissemination of new materials and media for the program.

The program was established to increase pupil performance in the four basic language skills (listening, speaking, reading, and writing) and to train teachers and supervisors in the techniques of teaching English as a second language. The program funded positions for high school teachers of English as a second language who were to devote five periods daily to direct instruction. Pupils were to attend a daily period of ESL instruction in addition to the regular English class.

Selection of Student Population

Students were to be selected for the ESL program on the basis of having been referred by the guidance counsellor and/or a classroom teacher and of having been rated "C" to "F" on the New York City Scale of Pupils' Ability to Speak English (Puerto Rican Scale A). In response to item 49a on the "Questionnaire for Teachers" (Appendix A), 89% of the teachers indicated that students were in fact placed in their ESL classes according to their English language proficiency alone, while the remaining 11% indicated that previous schooling and/or age of student were also taken into account (See Table 1).

Table 1
ESL STUDENT PLACEMENT

How are Students Placed in your ESL Classes?
N = 69

	Number of Teachers	*Percent*
English Language Proficiency	61	89
English Language Proficiency and Previous Schooling	5	7
English Language Proficiency, Previous Schooling and Age of Student	3	4

However, in response to item 49b on the same "Questionnaire," only 1% of the teachers indicated that the Scale was in fact used for determining English language proficiency, another 1% said that the Linguistic Capacity Index test was used for that purpose, but 69% of the teachers

indicated that interviews were used to determine English language proficiency, suggesting that any placement on an English proficiency basis would be based on subjective evaluations. The remainder responded that they used some combination of an interview with the Scale and/or the Linguistic Capacity Index, or the Scale and the Linguistic Capacity Index (See Table 2). According to the Assistant Director of the program, all chairmen and teachers were alerted to the fact that all pupils would be rated according to the scale in October and again in May or early June.

Table 2
DETERMINATION OF ENGLISH LANGUAGE PROFICIENCY

How is English Language Proficiency Determined?
N = 69

	Number of Teachers	*Percent*
Puerto Rican Scale	1	1
L.C.I.	1	1
Interviews	47	69
P.R. Scale and Interviews	5	7
P.R. Scale and L.C.I.	2	3
L.C.I. and Interviews	6	9
P.R. Scale, L.C.I. and Interviews	7	10

This is not to suggest that either the Scale or the LCI is a better-defined instrument for student placement than an interview – it merely indicates that some kind of uniformly administered and evaluated placement procedure is needed.

The subjectivity involved in the placement procedure was reflected in the mixture of both homogeneous and heterogeneous class groupings seen in the teacher responses to item 50 of the "Questionnaire" in Table 3.

Table 3
CLASS TYPES ACCORDING TO ENGLISH LANGUAGE PROFICIENCY

What kind of classes do you have according to their English language proficiency?
N = 69

	Number of Teachers	*%*
All homogeneous	25	36%
Some homogeneous / some heterogeneous	31	45%
All hetergeneous	10	14%
No response	3	5%

In addition, examination of the pre-test scores on the Scale and the LCI-raise questions as to their suitability for use as instruments for placement purposes, which is discussed subsequently in the report.

The Teaching Staff

The teachers employed in the ESL program presented a wide spectrum of background, training and experience for the job, according to their responses to items 40 and 41 on the "Questionnaire." More than 50% of the teachers in the program have been teaching for six or more years, while less than 20% have six or more years of experience teaching ESL. Less than 15% of the teachers have less than two years teaching experience, while more than 40% have less than two years of ESL teaching experience. (See Table 4.)

Table 4

CLASSROOM EXPERIENCE OF ESL TEACHERS

ESL Experience	*Total Experience*							
	Total		*Less than two years*		*Two to five years*		*Six or more years*	
Less than two years	28	41%	9	13%	9	13%	10	14%
Two to five years	28	41%	0		15	22%	13	19%
Six or more years	13	19%	0		0		13	19%
Total ESL experience	69	100%	9	13%	24	35%	36	52%

More than two thirds of the teachers responding to item 52 on the "Questionnaire" have taken the basic professional courses required for ESL teachers in the areas of general linguistics, structure of the English language, English phonology, and ESL methodology, including theory and/or materials, as can be seen in Table 5.

Responses to items 53 through 56 on the "Questionnaire" indicate that less than 40% are members of the national professional organization (TESOL: Teachers of English to Speakers of Other Languages) and less than 15% are members of the state local chapter (NYSESOLBEA: New York State English to Speakers of Other Languages and Bilingual Educators' Association), although almost 25% have participated in the local meetings. (See Table 5 – a table listing the frequency of responses appears as Appendix E.) Since the percentages are consistently lower with the less-experienced teachers, the area of professional development and awareness is one that should be focused on if the program is re-cycled in subsequent years.

Item 39 on the "Questionnaire" asked teachers to indicate which New York City licenses they hold. The teachers were asked to check three categories: 1. TESL; 2. Speech, English, and Foreign Language; and 3. Other licenses. Almost 60% of the teachers in the program hold ESL licenses; less than 20% hold only ESL licenses with another 33% holding an additional license or licenses in speech, English and/or a foreign language. See Table 6.

Table 5

PROFESSIONAL TRAINING AND INVOLVEMENT QUESTIONNAIRE

Comparison of Teachers in Terms of ESL Experience
Responses Expressed as Percentages
N = 69

TABLES			*(28)*		*(28)*		*(13)*	
Please indicate whether you have had the following courses at an accredited college or university.	*Total*		*Teachers with less than two years Experience*		*Teachers with two-five years Experience*		*Teachers with six or more years Experience*	
	Yes	*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*
a. ESL methodology	70	30	57	43	79	21	77	23
b. ESL theory and/or materials	59	41	43	47	71	29	69	31
c. Phonology and/or phonetics	81	19	82	18	79	21	85	15
d. Constrastive linguistics	41	59	36	64	43	57	46	54
e. General linguistics	84	16	86	14	86	14	77	23
f. Structure of English	67	33	64	36	71	29	62	38
g. Transformational Generative Grammar	43	57	39	61	54	46	31	69
a member of National TESOL?	36	64	14	86	43	57	69	31
a member of N.Y.S. ESOL BEA?	14	86	11	89	14	86	23	77
Participation in TESOL Conventions	35	65	14	86	36	64	77	23
Participation in N.Y.S. ESOL BEA Conventions	23	77	15	86	25	75	39	62

Table 6

N.Y.C. LICENSES HELD BY ESL TEACHERS*

N = 69

		Years Teaching ESL		
	Total	*Less than 2*	*2 to 5*	*6 or more*
TESOL	41	14	17	10
Speech, English & Foreign Language	55	23	23	9
Other	6	1	3	2
TESOL	13	5	5	3
Speech, English & Foreign Language	27	13	11	3
TESOL, Speech, English & Foreign Language	23	9	9	5
TESOL & other	1			1
Speech, English & other	1	1		
TESOL, Speech, English & Foreign Language & other	4		3	1
TOTAL TEACHERS	69	28	28	13

*Several teachers hold more than one license.

Teacher-Trainer Consultants and In-Service Training

In order to survey the teachers' responses to the teacher-training provided by the Central Board, a five-scale questionnaire (Items 1 through 17 in the "Questionnaire for Teachers," Appendix A) was prepared by the evaluation team, with questions relating to the knowledge-ability of the consultants; the number, quality and sequencing of the workshops and demonstration lessons; and the type, availability and quality of the ESL textbooks, instructional materials and audio-visual aids provided by the Board. Responses to the survey can be seen in Table 7, which indicates the percentage of teachers rating the teacher-trainers in each of the five levels of the scale. Since the objective was that 90% of the teachers would rate the training as "good to excellent" Table 8 indicates the responses of teachers in terms of "at least 90%" being rated good to excellent and "below 90%" being rated less than good. Table 9 provides the same data in terms of the frequency of teacher responses to each of the items. Each of the tables was broken down into responses of teachers with varying years of experience teaching ESL in the hope that trends might appear in terms of how experienced versus less-experienced teachers responded to the questions and rated the training provided. No trends were apparent. Tables parallel to 7,8, and 9 but broken down in terms of total teaching rather than total ESL teaching may be found in the Appendix: F, G, and H.

The objective was not met for any of the items surveyed. (An alpha coefficient was calculated to measure the reliability among the items on the scale in terms of overlapping variance. The alpha was .90 and would indicate that these seventeen questions contained a high degree of reliability. Cronbach, L. J. "Coefficient Alpha and the Internal Structure of Tests." *Psychometrika*, 1951, 16, 297-334.)

In order to determine whether the program objectives concerning the number of visits, workshops and demonstration lessons were met, the "Account Form for Teacher Training Activities" developed by the Bureau of Educational Research (Appendix B) was used. In addition, items 20 through 23 on the "Questionnaire for Teachers" gave concomitant information on the same items. Before discussing the actual responses, it must be pointed out that the evaluators received the impression that the lines of delimitation among "visitations, workshops, and demonstration lessons" were not clearly marked. Nowhere in the proposal or the research design does there appear a definition of each of these terms. The evaluators have the impression that both the Board personnel (teacher-trainers) and the participating teachers were not clear as to what constituted a visit, a workshop, or a demonstration lesson, and, therefore, both had difficulty responding to the items concerning these activities, as can also be seen in the teachers' ratings of both the demonstration lessons and the workshops. The Evaluation Director had the distinct impression that the participating teachers were not invited to the workshops at the Board which were held on Friday mornings, but that these activities were scheduled specifically for the department chairmen or their representatives (usually a classroom teacher) when they could not attend. Nevertheless, since these distinctions were never made in the proposal or the design, the data reflect the responses of the teachers (not the chairmen) to all questions regarding workshops and

Table 7

PROGRAM RATING INSTRUMENT

Comparison of Teachers in Terms of Total ESL Teaching Experience

Expressed as Percentages

	Total						Teachers with Less Than Two Years Experience						Teachers with Two to Five Years Experience						Teachers with Six or More Years Experience					
	E	G	S	F	P	NA	E	G	S	F	P	NA	E	G	S	F	P	NA	E	G	S	F	P	NA
Consultants																								
1. The opportunity to meet with consultants has been:	32	22	22	10	12	3	32	21	14	21	11	0	32	21	25	4	11	7	31	23	31	0	15	0
2. The number of visits by consultants has been:	26	26	22	9	13	4	29	25	21	14	7	4	29	21	18	7	18	7	15	38	31	0	15	0
3. The availability of consultants when called has been:	35	23	17	12	4	9	32	25	18	11	4	11	43	18	14	11	4	11	23	31	23	15	8	0
4. The wroking relationship with consultants has been:	51	19	13	4	6	7	43	25	11	7	14	11	57	18	11	4	4	7	54	8	23	0	15	0
5. The quality and expertise of the consultants has been:	46	19	12	7	4	12	43	21	11	4	11	11	43	21	18	11	0	7	62	8	0	8	0	23
Workshops																								
6. The number of workshops has been:	9	16	13	9	23	30	7	21	14	7	29	21	11	14	14	4	18	39	8	8	8	23	23	31
7. The quality of the workshops has been:	16	17	9	3	13	42	14	21	14	0	18	32	18	18	7	0	7	50	15	8	0	15	15	46
8. The sequencing of the workshops has been:	6	20	12	7	12	43	4	25	14	7	18	32	7	18	14	0	7	54	8	15	0	23	8	46
Demonstration Lessons																								
9. The number of demonstration lessons has been:	9	14	16	7	25	29	7	25	11	4	36	18	11	4	25	4	18	39	8	15	8	23	15	31
10. The quality of the demonstration lessons has been:	22	22	3	4	6	43	25	32	0	0	4	39	14	21	4	4	7	50	31	0	8	15	8	38
11. The sequencing of the demonstration lessons has been:	6	19	12	6	12	46	7	25	11	4	14	39	4	18	14	4	7	54	8	8	8	15	15	46
Instructional Materials and Textbooks																								
12. The variety of instructional materials and textbooks has been:	39	35	10	10	3	3	43	29	11	11	4	4	36	39	11	11	4	0	38	38	8	8	0	8
13. The availability of instructional materials and textbooks has been:	42	32	10	10	3	3	43	29	11	11	4	4	36	43	7	11	4	0	54	15	15	8	0	8
14. The quality of instructional materials and textbooks has been:	32	35	14	12	3	4	36	29	14	11	4	7	29	39	14	14	4	0	31	38	15	8	0	8
Audio-Visual Aids																								
15. The variety of the audio-visual aids has been:	23	36	22	12	4	3	18	39	18	14	7	4	21	43	25	7	4	0	38	15	23	15	0	8
16. The availability of the audio-visual aids has been:	25	28	28	12	6	3	18	29	21	18	11	4	21	36	36	4	4	0	48	8	23	15	0	8
17. The quality of the audio-visual aids has been:	20	35	26	10	4	4	21	29	21	11	7	11	14	46	32	4	4	0	31	23	23	23	0	0

Table 8

PROGRAM RATING INSTRUMENT

Comparison of Teachers in Terms of Years of Total ESL Teaching Experience
Expressed as Modal Responses

	Total		Teachers With Less Than Two Years Experience		Teachers With Two to Five Years Experience		Teachers With Six or More Years Experience	
Consultants	*At least 90%*	*Below 90%*	*At least 90%*	*Below 90%*	*At least 90%*	*Below 90%*	*At least 90%*	*Below 90%*
1. The opportunity to meet with consultants has been:	55	45	53	46	53	47	54	46
2. The number of visits by consultants has been:	55	45	54	46	50	50	53	46
3. The availability of consultants when called has been:	63	37	55	44	61	40	54	46
4. The working relationships with consultants has been:	75	25	68	33	75	26	62	38
5. The quality and expertise of the consultants has been:	74	26	64	37	64	36	70	31
Workshops								
6. The number of workshops has been:	35	65	28	71	25	75	16	85
7. The quality of the workshops has been:	58	42	35	64	36	64	23	76
8. The sequence of the workshops has been:	46	54	29	71	25	75	23	77
Demonstration lessons								
9. The number of demonstration lessons has been:	33	67	32	69	15	86	23	77
10. The quality of demonstration lessons has been:	77	23	57	43	35	65	31	69
11. The sequencing of the demonstration lessons has been:	46	54	33	68	22	79	16	84
Instructional Materials and Textbooks								
12. The variety of instructional materials and textbooks has been:	76	24	72	30	75	26	76	24
13. The availability of instructional materials and textbooks has been:	76	24	72	30	79	22	69	71
14. The quality of instructional materials and textbooks has been:	70	30	65	36	68	32	69	31
Audio-Visual Aids								
15. The variety of audio-visual aids has been	61	39	57	43	64	36	53	46
16. The availability of audio-visual aids has been:	54	46	47	54	57	44	54	46
17. The quality of audio-visual aids has been:	58	42	50	51	60	40	54	46

Table 9

PROGRAM RATING INSTRUMENT

Comparison of Teachers in Terms of Total ESL Teaching Experience
Expressed as Frequencies

	Total +						Teachers With Less than Two Years Experience						Teachers With Two-Five Years Experience						Teachers With Six or More Years Experience					
Consultants	*E*	*G*	*S*	*F*	*P*	*NA*	*E*	*G*	*S*	*F*	*P*	*NA*	*E*	*G*	*S*	*F*	*P*	*NA*	*E*	*G*	*S*	*F*	*P*	*NA*
1. The opportunity to meet with consultants has been:	22	15	15	7	8	2	9	6	4	6	3	0	9	6	7	1	3	2	4	3	4	0	2	0
2. The number of visits by consultants has been:	18	18	15	6	9	3	8	7	6	4	2	1	8	6	5	2	5	2	2	5	4	0	2	0
3. The availability of consultants has been:	24	16	12	8	3	6	9	7	5	3	1	3	12	5	4	3	1	3	5	4	3	2	1	0
4. The working relationship with consultants has been:	35	13	9	3	4	5	12	7	3	2	1	3	16	5	3	1	1	2	7	1	3	0	2	0
5. The quality and expertise of the consultants has been:	32	13	8	5	3	8	12	6	3	1	3	3	12	6	5	3	0	2	8	1	0	1	0	3
Workshops																								
6. The number of workshops has been:	6	11	9	6	16	21	2	6	4	2	8	6	3	4	4	1	5	11	1	1	1	3	3	4
7. The quality of the workshops has been:	11	12	6	2	9	29	4	6	4	0	5	9	5	5	2	0	2	14	2	1	0	2	2	6
8. The sequencing of the workshops has been:	4	14	8	5	8	30	1	7	4	2	5	9	2	5	4	0	2	15	1	2	0	3	1	6
Demonstration Lessons																								
9. The number of demonstration lessons has been:	6	10	11	5	17	20	2	7	3	1	10	5	3	1	7	1	5	11	1	2	1	3	2	4
10. The quality of the demonstration lessons has been:	15	15	2	3	4	30	7	9	0	0	1	11	4	6	1	1	2	14	4	0	1	2	1	5
11. The sequencing of the demonstration lessons has been:	4	13	8	4	8	32	0	7	3	1	4	11	1	5	4	1	2	15	1	1	1	2	2	6
Instructional Materials and Textbooks																								
12. The variety of instructional materials and textbooks has been:	27	24	7	7	2	2	12	8	3	3	1	1	10	11	3	3	1	0	5	5	1	1	0	1
13. The availability of instructional materials and textbooks has been:	29	22	7	7	2	2	12	8	3	3	1	1	10	12	2	3	1	0	7	2	2	1	0	1
14. The quality of instructional materials and textbooks has been:	22	24	10	8	2	3	10	8	4	3	1	2	8	11	4	4	1	0	4	5	2	1	0	1
Audio-Visual Aids																								
15. The variety of audio-visual aids has been:	16	25	15	8	3	2	5	11	5	4	2	1	6	12	7	2	1	0	5	2	3	2	0	1
16. The availability of audio-visual aids has been:	17	19	19	8	4	2	5	8	6	5	3	1	6	10	10	1	1	0	6	1	3	2	0	1
17. The quality of audio-visual aids has been:	14	24	18	7	3	3	6	8	6	3	2	3	3	13	9	1	1	0	4	3	3	3	0	0

Table 10

ESL CONSULTANTS' ACTIVITIES

	Monthly Average Per Individual Consultant	*Monthly Average of all Consultants*	*Sept.*	*Oct.*	*Nov.*	*Dec.*	*Jan.*	*Feb.*	*Mar.*	*April*	*May*
VISITS	19.54	65.78	15.33	28.33	21.66	19.00	27.00	15.25	21.00	13.00	15.25
WORKSHOPS	5.05	16.78	4.66	6.33	8.00	6.00	6.00	5.25	3.00	2.75	3.00
DEMONSTRATION LESSONS	2.95	10.10	1.00	3.33	5.00	3.00	3.00	2.25	2.75	2.50	3.75

demonstration lessons. Attention should be re-directed to Tables 7,8, and 9 at this time to note how far from the stated objectives teachers' reactions were to each of the items concerned with demonstration lessons and workshops. The evaluators would suggest that the data be ignored as invalid because of the lack of specificity and definition.

If the monthly averages of visitations, workshops and demonstration lessons were totaled, it can be seen that they exceed the total indicated in the program objectives, 16, 2, and 5 respectively. (See Tables 10 and 11.) This clearly indicates that the teacher-trainers were where they were expected to be: in the schools. The critical fact remains that they were in the schools where they were available to provide a variety of services.

Table 11

ACTUAL CONSULTANTS' ACTIVITIES vs OBJECTIVE

	Visits	*Workshops*	*Demonstration Lessons*
Objective	16	2	5
Average of ESL Consultants	19.54	5.05	2.95

Table 12

TEACHER SURVEY:
WORKSHOPS PROVIDED IN SCHOOL AND ATTENDED

How Many Workshops Were Provided in Your School?

Score	*Frequency*	*%*
0	58	84
1	3	4
2	4	6
3	1	1
6	1	1
9	2	3

$\bar{X} = .55$ *SUM = 38*

How Many Workshops Did You Attend?

Score	*Frequency*	*%*
0	48	70
1	6	9
2	7	10
3	2	3
4	1	1
6	2	3
9	3	4

$\bar{X} = 1.000$ *SUM = 69*

Table 13

TEACHER SURVEY: DEMONSTRATION LESSONS PROVIDED IN SCHOOL AND ATTENDED

How Many Demonstration Lessons Were Provided in Your School?

Score	*Frequency*	*%*	$\bar{X} = 1.2174$	*SUM = 84*
0	38	55		
1	9	13		
2	9	13		
3	4	6		
4	1	1		
5	7	10		
6	1	1		

How Many Demonstration Lessons Did You Attend?

Score	*Frequency*	*%*	$\bar{X} = 1.2899$	*SUM = 89*
0	37	54		
1	10	14		
2	9	13		
3	5	7		
4	2	3		
5	4	6		
9	2	3		

Teacher responses to items 20 through 23 regarding workshops and demonstration lessons can be seen in Tables 12 and 13. It should be pointed out that of all the teachers in the survey, only one teacher wrote a note stating that the lack of definition of terms made it difficult to respond to several items on the "Questionnaire," including those items that referred to workshops and demonstration lessons.

Awareness of ESL Student Special Needs

Items 24 through 38 on the "Questionnaire for Teachers" were designed to determine whether or not the project had made the teachers more aware of the special needs of the non-English-speaking learners. Since the items which comprise teacher "awareness" are varied and subject to interpretation, rather than attempt to prepare a five-scale response, the evaluation team prepared a series of *Yes/No* questions concerning whether or not the program had increased teacher awareness of such areas as cultural differences, the nature of language, contrastive linguistics, the implications of linguistics and psychology for the ESL teacher, new materials and new approaches for teaching a variety of skills and subject areas to non-native speakers of English (Appendix A).

Although teacher response to the kinds of items being tested were on the whole positive (See Table 14), at least 50% answered *yes* to all but one of the questions, no item received the 90% affirmative response required to meet the stated program objectives. Taking into account the

Table 14
AWARENESS INSTRUMENT

Comparison of Teachers in Terms of Years of ESL Experience
Responses are Expressed as Percentages

	Total		*Teachers With Less Than Two Years Experience*		*Teachers With Two-Five Years Experience*		*Teachers With Six or More Years Experience*	
	Yes	*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*
The effect of cultural differences on language	68	32	61	39	71	29	77	23
The nature of cultural differences	72	28	68	32	75	25	77	23
The cultural background of the students you are teaching	74	26	68	32	79	21	77	23
The nature of the English grammatical system	54	46	54	46	46	54	69	31
The difference between the sound system of English and other languages	61	39	64	36	54	46	69	31
The implications of linguistics and psychology for the ESL teacher	61	39	71	29	50	50	62	38
New materials especially for ESL learners	80	20	82	18	75	25	85	15
New approaches to teaching grammar	59	41	71	29	46	54	62	38
New approaches to teaching reading	54	46	54	46	54	46	54	46
New approaches to teaching composition	51	49	57	43	43	57	54	46
New approaches to teaching vocabulary development	62	38	71	29	57	43	54	46
New approaches to teaching pronunciation	62	38	68	32	46	54	46	54
New approaches to teaching spelling	41	59	46	54	25	75	62	38
New approaches to using audio-visual aids in the classroom	54	46	54	46	50	50	62	38
New approaches to using field experiences as learning experiences	55	45	50	50	57	43	62	38

diverse backgrounds and experience these teachers bring to the program, it was unwise to assume that 90% of any such group of teachers would claim that they have that much to learn about the field in which they already have attained professional standing. No clear distinction emerges, however, to differentiate among the responses of teachers with less than two, two to five, and six or more years of ESL teaching experience as can be seen in Table 14.*

Articulation

The definitions of *articulation* assumed for this study were two-fold: 1. coordination between the high schools and their respective feeder junior high schools, and 2. similarity among the ESL programs in the high schools participating in the project. A two-part questionnaire (Appendix C) was sent to each of the department chairmen in the project to determine whether or not they believed there was articulation in both of the areas indicated above. Table 15 shows that only 35% believed that there was articulation with the feeder junior high schools, while 74% believed that the various high school programs were similar, both failing to meet the 90% criterion stated in the project objectives.

Table 15

CHAIRMEN RESPONSES TO ARTICULATION SURVEY

Question 1—As regards the ESL Learners, is there successful coordination between your program and the junior high school from which they have come?

Responses	*Number*	*Percentage*
Yes	11	35
No	15	48
Don't know	5	17
TOTAL	31	100

Question 2—Is there similarity between your ESL program and the ESL program of the other high schools participating in the project?

Responses	*Number*	*Percentage*
Yes	23	74
No	1	3
Don't know	7	23
TOTAL	31	100

* These data are presented in terms of frequencies and percentages of total teaching experience in Appendices J and K, respectively.

Chairmen were encouraged to add comments to their check-off responses. Many of those who responded negatively to the question concerning articulation with feeder junior high schools stated that most of their students are new arrivals who did not attend junior high schools in the City; others suggested that all efforts at coordination were initiated from the senior high schools' attempting to establish it through the guidance counsellor or the ESL coordinator at those schools with sufficiently large programs.

Regarding the similarity among the high school programs in the project, several chairmen offered strong praise to the efforts of the Central Board staff for providing the leadership that has helped establish such articulation. Other chairmen credited their programs to the unique efforts of the teachers at their schools, who have prepared materials specifically designed for their own programs. Furthermore, these materials have been disseminated widely throughout the City high schools through direct distributions at the workshops held at the Board, with suggestions made as to how they might be adapted by different schools to meet the needs of their programs. One chairman suggested that though there is articulation in the ESL program, the same articulation does not exist in other subject areas, implying that the concept of articulation should be extended to other subject areas with the kind of internally-controlled materials that the non-native-English-speaking learner requires.

Items 42 and 46 on the "Questionnaire for Teachers" asked questions concerning two areas in which articulation within the high schools could be determined. Item 42 dealt with the number of periods the teachers met with each ESL class they taught. As can be seen in Table 16, 83% of the teachers met their classes between five and ten times per week and only 9% of the teachers were not using any of the four types of instructional materials distributed by the Board.

Table 16

TEACHER SURVEY:
ARTICULATION–CONTACT PERIODS AND TEXTBOOKS

Question 42	*Less than Five*	*Five to ten*	*More than ten*
f 70	2	58	10
%	3	83	14

One teacher sees different classes.
5-10 and more from 10.

Question 46	*f*	%
New Lado Series	56	81
American Book Company Charts	34	49
English 900	18	26
English for Today	19	28
None of the Above	6	9

Both teachers and chairmen were surveyed as to how they would rate the opportunity for input to the Board. The results can be seen in Table 17.

Table 17

TEACHER/CHAIRMAN INPUT TO CENTRAL BOARD

	Rating					
	Excellent	*Good*	*Satisfactory*	*Fair*	*Poor*	*No Response*
Teachers: N = 69	12	15	12	12	10	8
%	17%	22%	17%	17%	14%	12%
Chairmen: N = 34	24	5	2	1	1	1
%	71%	15%	6%	3%	3%	3%

Table 18

DROPOUT RATE FOR SELECTED HIGH SCHOOLS

February – June 1973

	Average	*School A*	*School B*	*School C*	*School D*	*School E*	*School F*	*School G*
School Net Population	3,019	2,980	2,674	4,207	3,588	3,055	2,489	2,138
Number of School Dropouts	285	288	315	150	752	163	111	217
Dropout Rates	.0944	.097	.118	.036	.210	.053	.045	.102
ESL Project Net Population	130	239	249	63	99	35	60	162
Number of ESL Project Dropouts	5	13	15	0	4	2	1	3
ESL Project Dropout Rate	.0385	.054	.060	0	.040	.057	.002	.020

The ESL Project Dropout Rate is 59.3 per cent less than the Avergae School Dropout Rate for the seven selected High Schools.

Effects of Program on Students

Drop Out Rate. In order to determine the drop out rate for ESL students in comparison with those students in conventional classes, the evaluation team prepared a "Drop Out Data" form (See Appendix K), which was given to the ESL department chairmen in selected high schools. Time was a critical factor once again as it prevented the evaluators from getting the form sent out until late in May, which, in turn, resulted in only a small number of schools responding to the questionnaire. Records were not directly available from the schools and it was only through the extraordinary efforts of the department chairmen that the evaluators were able to get the data presented here. However, in the sample of seven responding schools which can be seen in Table 18, the combined average ESL dropout rate was, in fact, 50% better than the combined total dropout rate for the responding schools, which extend over the four boroughs and offer a wide enough sample to suggest statistical validity; nevertheless, the evaluators are aware that the sample of respondents was too small to make any general conclusion.

The Puerto Rican Scale "A". Scale "A" is used by a teacher to rate the student's ability to speak English. The scale was administered on a Pre- and Post- basis in September and May. The data reported herein are limited to a sample of those students for whom the evaluation team was also able to get data on the Linguistic Capacity Index (LCI) for comparative purposes. The investigators believed it would be useful to have correlative data on the two instruments, both of which have been used by the Board of Education for many years. (The results of the comparisons made between the two instruments are discussed in a later section.)

The stated objectives of attaining at least one level higher on Scale A was reached by more than 60% who pre-tested at level D (83% attained C or higher) and by more than 80% who pre-tested at level *E* (99% attained *D* or higher). (See Table 19.)* *Only* 86% of those who pre-tested at level *F* attained level *E* or higher (100% was the projected figure in the program objectives) and only 59% who pre-tested at level *C* attained level *B* or higher (75% projected) with 3% actually being rated lower (level *D*). It will be shown later in this report that this failure at the *C* level may reflect nothing more than poor initial placement: the major problem with using subjective teacher evaluation for rating student ability to speak English. What is needed is an instrument that can be graded uniformly. This will be discussed in detail in the recommendations section of this report.

The Linguistic Capacity Index. The Evaluators decided to use the Linguistic Capacity Index because it had been used for pre-test purposes in the fall prior to their receiving the contract. Furthermore, it would provide comparative data to the Puerto Rican Scale ratings. The test seems much better suited to elementary school youngsters and questions about the administration of the test and about several of the items were raised by the evaluation team. (See Appendix M.) Nevertheless, the test, which is divided into three sections with twenty questions in each on "Vocabulary, Contrastive Phonology and Contrastive Grammar," though designed for use with

* The same information presented in terms of frequencies can be found in Appendix L.

Table 19

RESULTS OF PUERTO RICAN SCALE A

Expressed as Percentages

Pretest Level	*Predicted Result*	*Actual Result*	*Post Test Distribution*					
			F	*E*	*D*	*C*	*B*	*A*
C	.75 B or greater	.59 B or greater	.00	.00	.03	.39	.58	.01
D	.60 C or greater	.83 C or greater	.00	.00	.17	.72	.11	.00
E	.80 D or greater	.99 D or greater	.00	.01	.15	.63	.19	.03
F	.100 E or greater	.86 E or greater	.14	.45	.37	.04	.00	.00

Table 20

SUMMARY OF LCI RESULTS FOR ESL STUDENTS

N = 332

	Pretest		*Posttest*		*Mean*	*T*
	Mean	*S.D.*	*Mean*	*S.D.*	*Gain*	*Ratio*
Vocabulary	16.57	3.62	18.20	2.30	1.63	10.11
Contrastive Phonology	11.93	3.00	13.72	2.89	1.79	10.70
Contrastive Grammer	15.52	3.48	17.09	2.50	1.57	8.82
Total Score	43.97	8.82	49.12	6.29	5.15	13.72

All t ratios are significant at the .005 level.

Spanish-speaking learners of ESL reflects many of the learning problems of the ESL learner in general.

The t-ratios for the pre-post-test mean gains were significant at the .005 level for each of the individual sections and for the test as a whole. (Table 20)

A Comparison: Puerto Rican Scale "A" and Linguistic Capacity Index. An examination of student pre-test scores on the Linguistic Capacity Index indicated that there was considerable overlap between adjacent rating levels on the Puerto Rican Scale in terms of how students in each category (pre-test: C to F) scored on the LCI. This can be seen in Table 21* which indicates that five students (in a sample of 289) placed in the *E* group on the rating scale scored lower than the lowest student in the *F* category on the LCI. A clearer picture of these overlapping scores above and below the means for each category is presented in Table 22. Since the range for both groups (*E*: 13 to 55) (*F*: 26 to 48) were quite wide, there is reason to question the validity of the Puerto

* The data appear in another format in Appendix N, which includes medians, standard deviations, and quartile ranges.

Table 21

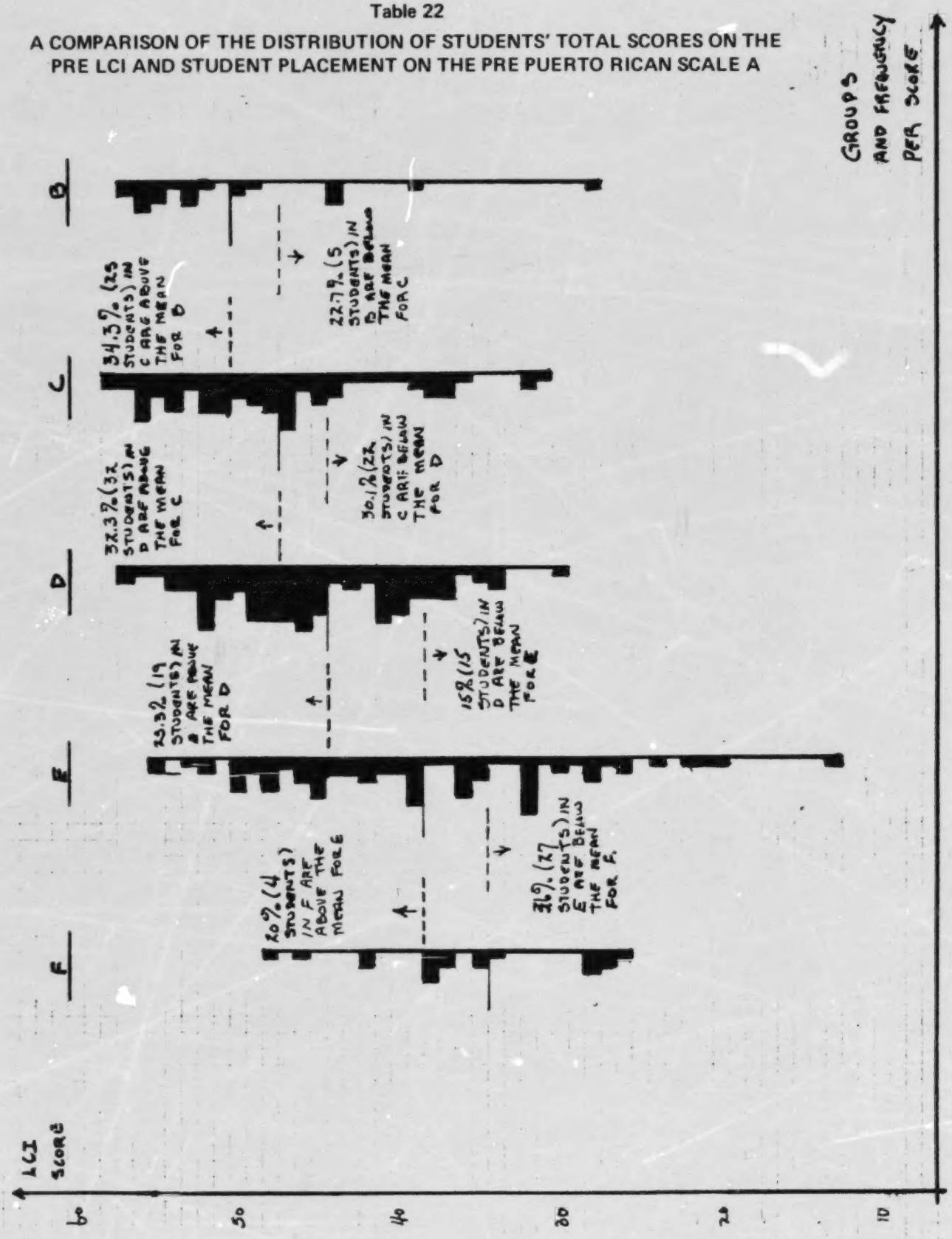
ANALYSIS OF THE DISTRIBUTION OF PRE LCI TOTAL SCORES BY PR SCALE A

N = 289

Score	Total f	%	Cum %	Pre - F f	%	Cum %	Pre - E f	%	Cum %	Pre - D f	%	Cum %	Pre - C f	%	Cum %	Pre - B f	%	Cum %
13	1	.003	.003				1	.013	.013									
20	1	.003	.007				1	.013	.027									
1	1	.003	.010				1	.013	.040									
2	1	.003	.014				1	.013	.053									
3	0																	
4	1	.003	.017				1	.013	.067									
5	0																	
6	3	.010	.028	1	.050	.050	2	.027	.093									
7	3	.010	.038	2	.100	.150	1	.013	.107									
8	7	.024	.062	3	.150	.300	3	.040	.147							1	.045	.045
9	1	.003	.066				1	.013	.160									
30	3	.010	.076				2	.027	.187	1	.010	.010						
1	3	.010	.087				1	.013	.200				1	.014	.014			
2	9	.031	.118				7	.093	.293				2	.027	.041			
3	1	.003	.121				1	.013	.307									
4	5	.067	.138	1	.050	.400	1	.013	.320	3	.030	.040						
5	7	.024	.163	2	.100	.500	3	.040	.360	2	.020	.061						
6	7	.024	.187				5	.067	.427	1	.010	.071	1	.014	.055			
7	10	.035	.221	2	.100	.600	1	.013	.440	4	.040	.111	3	.041	.096			
8	12	.042	.263	4	.200	.800	1	.013	.453	4	.040	.152	3	.041	.137			
9	13	.045	.308				6	.080	.533	4	.040	.192	2	.027	.164	1	.045	.091
40	9	.031	.339				2	.027	.560	6	.061	.253	1	.014	.178			
1	10	.035	.374				2	.027	.587	7	.071	.323	1	.014	.192			
2	7	.024	.398	2	.100	.900	3	.040	.627	2	.020	.343						
3	6	.021	.419				2	.027	.653	3	.030	.374	1	.014	.205			
4	10	.035	.453				2	.027	.680	2	.020	.394	3	.041	.247	3	.136	.227
5	15	.052	.505				5	.067	.747	6	.061	.455	4	.055	.301			
6	14	.048	.554	1	.050	.950	3	.040	.787	8	.081	.535	2	.027	.329			
7	15	.052	.606				1	.013	.800	7	.071	.606	7	.096	.425			
8	17	.059	.664	1	.050	1.000	4	.053	.853	7	.071	.677	5	.068	.493			
9	14	.048	.713				2	.027	.880	7	.071	.747	4	.055	.548	1	.045	.273
50	12	.042	.754				4	.053	.933	3	.030	.778	3	.041	.589	2	.091	.364
1	9	.031	.785							4	.040	.818	5	.068	.658			
2	16	.055	.841				2	.027	.960	8	.081	.899	5	.068	.726	1	.045	.409
3	9	.031	.872				1	.013	.973	3	.030	.929	2	.027	.753	3	.136	.545
4	9	.031	.903							3	.030	.960	5	.068	.822	1	.045	.591
5	9	.031	.934				2	.027	1.000	1	.010	.970	3	.041	.863	3	.136	.727
6	11	.038	.972							1	.010	.980	6	.082	.945	4	.182	.909
7	6	.021	.993							2	.020	1.000	2	.027	.973	2	.091	1.000
8	2	.007	1.000										2	.027	1.000			

Table 22

A COMPARISON OF THE DISTRIBUTION OF STUDENTS' TOTAL SCORES ON THE PRE LCI AND STUDENT PLACEMENT ON THE PRE PUERTO RICAN SCALE A


LCI SCORE
60
50
40
30
20
10
F
E
D
C
B
GROUPS AND FREQUENCY PER SCORE
20% (4 STUDENTS) IN F ARE ABOVE THE MEAN FOR E
31% (27 STUDENTS) IN E ARE BELOW THE MEAN FOR E
29.3% (19 STUDENTS) IN E ARE ABOVE THE MEAN FOR D
15% (15 STUDENTS) IN D ARE BELOW THE MEAN FOR E
32.3% (32 STUDENTS) IN D ARE ABOVE THE MEAN FOR C
30.1% (22 STUDENTS) IN C ARE BELOW THE MEAN FOR D
34.3% (23 STUDENTS) IN C ARE ABOVE THE MEAN FOR B
22.7% (5 STUDENTS) IN B ARE BELOW THE MEAN FOR C

Rican Scale "A" as a placement instrument. This doubt about its validity was supported by the teachers' responses to the item concerning homogeneous vs. heterogeneous grouping (see Table 3, page 8) and the discussion of the *Selection of Student Population* preceeding.

Table 23

INTERCORRELATION MATRIX OF PRE SCORES ON PUERTO RICAN SCALE A AND PRE SCORES ON LINGUISTIC CAPACITY INDEX*

	Puerto Rican A	*Vocabulary*	*Contrastive Phonology*	*Contrastive Grammar*	*TOTAL*
P.R.A.	1.0000	.5174	.3897	.4300	.5230
Vocabulary	.5174	1.0000	.5688	.6638	.8688
Contrastive Phonology	.3897	.5688	1.0000	.5450	.7976
Contrastive Grammar	.4300	.6638	.5450	1.0000	.8555
TOTAL	.5230	.8688	.7976	.8555	1.0000

*Significant of the .05 level.

The correlation between the scores of the Puerto Rican Scale "A" and the pre-test totals of the LCI was .5230 (See Table 23), which is very low for two presumably comparable instruments. Furthermore, the great degree of overlap between categories in the Scale and the total scores on the LCI is a further reflection of the inability of each instrument to distinguish between the ability levels of students except in the broadest way.

SUMMARY AND CONCLUSIONS

The summary and conclusions are arranged in the same order as the presentation of this report. The failure of the data to entirely support attainment of any of the evaluation objectives described herein should be considered more of a failure in the proposing of realistic objectives than as a failure of the program.

Student Selection and Placement

Not stated in terms of a specific program objective in the proposal or research design, student selection and placement has been treated in this report since it is part of the basic foundation upon which much of the study rests. Although students were selected for the program if they were rated between levels *C* and *F* on the Puerto Rican Scale "A," or upon recommendation of a teacher or guidance counsellor, 89% of the teachers stated that student placement was based on English language proficiency. Yet, 69% of the teachers indicated that such proficiency was determined by an interview alone, without reference to the Puerto Rican Scale or the Linguistic Capacity Index (LCI), instruments which have been used in the City schools for several years. The subjective nature of placement through interviews was negatively reflected in that 14% of the teachers responded that all of their classes were heterogeneously grouped in terms of students' English proficiency and an additional 45% indicated some of their classes were homogeneous and some heterogeneous. Only 36% indicated that all of their classes were homogeneous. Furthermore, scores on the LCI pre-test suggest that there was considerable overlap in scores among students across the Scale levels from *C* to *F*.

The Teaching Staff

Once again, there was no stated objective concerning the ESL teachers participating in the program; however, the evaluators believed that a look at the experience the teachers bring with them to the project was a critical aspect of the investigation. More than 50% of the teachers in the program have six or more years of teaching experience, while less than 20% have six or more years of ESL teaching experience. More than 67% of the teachers have had what are considered the fundamental professional courses required for ESL teachers, but less than 40% are members of the national professional organization, TESOL (Teachers of English to Speakers of Other Languages), and even fewer are members of the state affiliate (15%). These percentages are consistently lower with the less-experienced teachers in terms of number of years of teaching.

Almost 60% of the teachers in the program hold ESL licenses, with 33% holding an additional license or licenses in speech, English, and/or a foreign language.

In-Service Training

Rating of Teacher-Trainer Consultants. The stated objective that 90% of the teachers would rate the consultants good to excellent was not achieved for any of the items prepared by the evaluation team, ranging across such areas as the consultants' knowledge of the field; the number, quality and sequencing of workshops and demonstration lessons; and the type, availability and quality of the texts, instructional materials, and audio-visual aids provided by the Board. An examination of how less-and more- experienced teachers responded to the seventeen different items surveyed did not indicate any trends of difference in response. Despite the fact that the program objective was not met, teacher response was consistently favorable with the exception of their responses to the number and sequencing of both workshops and demonstration lessons, which were decidedly negative. This problem is discussed further in the next section, wherein the evaluators recommend rejecting the data concerning workshops and demonstration lessons as invalid.

Number of Visits, Workshops and Demonstration Lessons. The stated objective of a monthly average of 16 visitations, 2 workshops and 5 demonstration lessons was met only by the average number of visitations per month (19.54). However, the evaluators received the impression that since the distinctions among *visitations, workshops,* and *demonstration lessons* had not been specifically defined, both the teacher-trainer consultants themselves and the teachers, when responding to questions conerning the number of each of these activities, were unclear as to what constituted each. Furthermore, the evaluation director also had the impression that the workshops held at the Board were expressly for the department chairmen and not for the classroom teachers. As a result, the evaluators recommend that all data reflecting numbers, sequencing and quality of both workshops and demonstration lessons be ignored as invalid.

Nevertheless, it was clear from the teachers, who indicated the number of visitations, workshops and demonstration lessons, as well as from the consultants themselves, that the teacher-trainer consultants were out in the field in the schools providing the services for which they were employed. It should also be mentioned that video-taped teacher training films were made at the institutes.

Awareness of Special Needs of ESL Students

The objective stated that 90% of the teachers would indicate that the program had made them more aware of the special needs of the ESL learner. Although teacher response was on the whole positive (at least 50% answered *yes* to all but one of the questions), no item received the 90% affirmative response required to meet the stated objective. It was unwise to assume that 90% of any professional group would admit that they had that much to learn about their own field. Further examination of the data indicated that there was no differential response among teachers with less than two, two to five, or six or more years of ESL teaching experience. A more realistic objective of 60% would have permitted nine of the fifteen items surveyed to have obtained that objective.

Articulation

Only 35% of the department chairmen surveyed thought that there was articulation between their high schools and the feeder junior high schools. Several chairmen indicated that since a majority of their students were new arrivals and had not attended a feeder junior high school, the question was irrelevant. Others suggested that all efforts to establish such articulation were initiated by the high schools but without success. These rationales were sufficient to overcome the fact that the 90% affirmative response in the program objective was not achieved.

The chairmen responded much more favorably (74%) to whether or not there was articulation among the various high schools in terms of similarity of program. Several chairmen gave strong praise to the efforts of the Central Board staff for providing the leadership that had helped establish such articulation, including the dissemination of materials prepared at individual schools and shared through the efforts of the Board. These teacher-prepared materials were credited by several chairmen as the strength of their programs, individually, and perhaps this resulted in fewer affirmative responses to the question of inter-high school program similarity.

Corroborating the chairmen's responses were responses to two questions concerning the number of periods ESL teachers met their classes weekly and the textbooks they were using. Eighty-three percent of the teachers met their classes 5 to 10 times per week and only 9% of the teachers were not using any of four types of materials distributed by the Board.

Department chairmen (86%) believed that there was good to excellent opportunity for input to the Central Board while only 39% of the teachers rated such opportunity good to excellent.

Effects of Program on Students

Drop Out Rate. The combined average ESL drop out rate was in fact 50% better than the combined total dropout rate for the responding schools, thereby meeting the stated objective. It was only through the extraordinary efforts of individual department chairmen that data on drop out rates became available to the evaluators.

Puerto Rican Scale A. The stated objectives of attaining at least one level higher on Scale A (speaking ability) was reached by the appropriately projected percentages for students who pre-tested into levels *D* and *E*. Of those who pre-tested in at level *F*, 86% were rated at least one level higher but this figure failed to reach the rather high, projected figure of 100%. Only 59% of those who pre-tested at level *C* attained level *B* or higher failing to reach the projected figure of 75%. Information obtained by using the Linguistic Capacity Index suggests that the major fault of any failure to reach the stated objective on the Puerto Rican Scale was probably caused by poor initial placement. (See comparison of Puerto Rican Scale and Linguistic Capacity Index below.)

The Linguistic Capacity Index. Although this test seems better suited to elementary school youngsters, it was used by the evaluators for two reasons: pre-test data were available when the evaluators received the contract in late February, and it would provide a comparable measure to the Puerto Rican Scale ratings. (A separate examination of the LCI by the evaluation team can be found in Appendix N.) The t-ratios for the pre-post-test mean gains were significant at the .005 level for each of the individual components and for the test as a whole.

Puerto Rican Scale A and the Linguistic Capacity Index. The LCI scores were set up in groups equivalent to those students rated in each of the levels (*C* to *F*) on the Scale. What was immediately clear was that despite means on the LCI for each group ascending from *F* through *C*, there was considerable overlap among scores on the LCI for students in each of the Scale categories. This suggests that the program did not have homogeneously grouped classes for the most part because of a dependence on a rating system that does not permit uniform ratings because it is too dependent on teacher judgment.

For two presumably comparable instruments, the correlation coefficient (r) was a rather low .5230.

RECOMMENDATIONS

In view of the evaluators' belief that any failure was more in the proposing of realistic objectives than in the program itself, the evaluators recommend that the program be continued. They further recommend:

1. that all terms be clearly defined in any subsequent proposals, including *awareness, articulation, workshop, demonstration lesson.*

2. that more realistic statistical goals be stated for future proposals, taking into account the diversity of human populations involved: students, teachers, department chairmen, and teacher-trainer consultants.

3. that new instruments be sought or created for the purpose of student selection and homogeneous placement. Even the Linguistic Capacity Index would be a better placement index than the Puerto Rican Scale because there are quantifiable results to be examined, although this is not to be construed as a claim that the LCI is a suitable measure of English language proficiency.

4. that unappointed teachers licensed by the Board of Examiners to teach ESL be hired whenever there is an opening in the program. There is no reason that more than 40% of the teachers do not have ESL licenses. At the same time, the Board should be credited for attempting to provide in-service training for those who do not hold licenses and even for those who do. Learning does not stop when one gets a license.

5. that, if workshops and demonstrations lessons are to be included in subsequent proposals, they be scheduled in schools and at the Board at times convenient for the maximum number of personnel to benefit from them.

6. that, if articulation between the feeder junior high schools and the high schools is solely a function of these participating schools, then it should not be listed as a function of the Central Board and should thus be omitted from program objectives.

7. that the efforts to disseminate throughout the schools information about, and newly published materials in, the field of English as a second language be continued and intensified.

8. that, if information on students who leave the program for the mainstream is sought for follow-up purposes, procedures should be established so that such information is readily available either directly from the schools or from the Central Board. Such information would include current ratings on the Puerto Rican Scale (as long as it is used), general academic achievement, attendance and behavior.

9. that, if follow-ups are to be done on drop out rates, once again procedures must be established so that such data are readily available, both for current year students and for those students who might have moved into the mainstream after having been "promoted" from the program in the current or previous years.

10. that instruments be created for testing student achievement in all language areas and skills taught in the program. No test is currently used for this purpose uniformly throughout the program to determine whether students have learned what they studied or not.

11. The evaluators deem it essential that the Central staff foster interest in and encourage participation in appropriate professional organizations at the national (TESOL) and local levels (NYSESOLBEA).

12. It was noted in the proposal that each ESL youngster in the program was to have a daily period of ESL in addition to his daily regular English class. Consideration should be given to providing two periods of ESL daily (this is already being done in some schools), especially to those youngsters who are of low English proficiency. A regular English class can do little but frustrate such youngsters, who could benefit considerably by the double period or two separate periods of ESL.

APPENDICES

Appendix A

Last Name _____ First Name _____ School _____

School Address _____

Dear Teacher:

Attached you will find a questionnaire consisting of questions designed to elicit various kinds of information about you, your classroom activities, and the Board Consultants and program. This questionnaire was prepared for use as part of an evaluation of ESL in the New York City high schools.

We would sincerely appreciate your cooperation in taking the time to respond to the questionnaire as carefully and completely as possible. Since we are interested in the total picture rather than each of you as individuals, we ask that you do not put your name on the questionnaire, but instead, put your name, school with address in the spaces provided at the top of this sheet.

Please be sure to return this sheet with the completed questionnaire in the return envelope provided. It is vital for re-cycling of this program and maintenance of teaching positions that this questionnaire be returned no later than Friday, May 29, 1973.

Thank you for your cooperation in this endeavor.

Sincerely yours,

Harvey Nadler
Director, Evaluation Team

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Harvey Nadler, Director

*E = excellent
G = good
S = satisfactory
F = fair
P = poor

Consultants	*Please check appropriate box.* *E	G	S	F	P*
1. The opportunity to meet with consultants has been:					
2. The number of visits by consultants has been:					
3. The availability of consultants when called has been:					
4. The working relationship with consultants has been:					
5. The quality and expertise of the consultants has been:					
Workshops					
6. The number of workshops has been:					
7. The quality of the workshops has been:					
8. The sequencing of the workshops has been:					
Demonstration Lessons					
9. The number of demonstration lessons has been:					
10. The quality of the demonstration lessons has been:					
11. The sequencing of the demonstration lessons has been:					
Instructional Materials and Textbooks					
12. The variety of instructional materials and textbooks has been:					
13. The availability of instructional materials and textbooks has been:					
14. The quality of instructional materials and textbooks has been:					

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Harvey Nadler, Director

Audio-Visual Aids					
15. The variety of audio-visual aids has been:					
16. The availability of audio-visual aids has been:					
17. The quality of audio-visual aids has been:					
Miscellaneous					
18. How would you rate the clerical demands by the project on your time?					

19. How would you rate opportunity for teacher (YOU) input to the Central Board?

For questions 20 through 23, please indicate the number of each in the space to the right of the question.

	Number
20. How many workshops were provided in your school?	
21. How many workshops did you attend?	
22. How many demonstration lessons were provided in your school?	
23. How many demonstration lessons did you attend?	

The ESL Project sponsored by the Board of Education of the City of New York increased my knowledge of the following.

	Please check appropriate box. *Yes*	*No*
24. The effect of cultural differences on language		
25. The nature of cultural differences		
26. The cultural background of the students you are teaching		
27. The nature of the English grammatical system		
28. The difference between the sound system of English and other languages		
29. The implications of linguistics and psychology for the ESL teacher		
30. New materials especially for ESL learners		
31. New approaches to teaching grammar		
32. New approaches to teaching reading		
33. New approaches to teaching composition		
34. New approaches to teaching vocabulary development		
35. New approaches to teaching pronunciation		
36. New approaches to teaching spelling		
37. New approaches to using audio-visual aids in the classroom		
38. New approaches to using field experiences as learning experiences		

	TESOL	Speech, English, & Foreign Language	Other
39. What NYC license(s) do you hold?			

	Less than 2 years	2-5 years	6 years or more
40. How long have you been teaching?			
41. How long have you been teaching ESL?			

	Less than 5	5 to 10	More than 10
42. How many periods do you see *each* ESL class weekly?			

43. When ESL students graduate from your school, do you think that their English language proficiency would permit them to compete with native English speakers?

	Yes	No	I do not know
For jobs			
At college			
In a training position			

44. Do you have any personnel to assist you in the ESL classroom?	Yes	No

45. How many non-ESL class-periods do you *teach* each week?	0	1 - 5	6 - 10

46. Which of the following do you use?	Yes	No
New Lado Series		
American Book Company Charts		
English 900		
English for today		

	Yes	No
47. Were you consulted on the selection of textbooks?		

	Less than 5	5 - 9	10 or more
48. How many periods do you teach ESL to each ESL class each week?			

	Age	Previous Schooling	English Language Proficiency
49a. How are students placed in your ESL classes?			

P.R. Scale	Linguistic Capacity Index	Interview	Other

b. If you answered English language proficiency, how is this determined?

All homogeneous	Some homo Some hetero	All heterogeneous

50. What kind of classes do you have, according to their English language proficiency?

Age	Years in School	English Language Ability	Academic Progress

51. On what basis are ESL students promoted in your school?

52. Please indicate whether you have had the following courses at an accredited college or university.

	Yes	No
a. ESL methodology		
b. ESL theory and/or materials		
c. Phonology and/or phonetics		
d. Contrastive linguistics		
e. General linguistics		
f. Structure of English		
g. Transformational Generative Grammar		

	Yes	No
53. Are you a member of National TESOL?		
54. Are you a member of N.Y.S. ESOL BEA?		
55. Did you attend the TESOL Convention in		
a. New York City		
b. Miami		
c. Chicago		
d. San Antonio		
e. New Orleans		
f. Washington, D.C.		
g. San Juan, Puerto Rico		

56. Did you attend the N.Y.S. ESOL BEA Meeting in

a. Harlem

b. Teacher's College

c. Grossinger's

d. N.Y.U. (in conjunction with L.A.R.C.)

Appendix B

BUREAU OF EDUCATIONAL RESEARCH
Board of Education of the City of New York
110 Livingston Street, Brooklyn, New York 11202

Account of Activities of Teacher Trainers in the High School English as a Second Language Program

For Month of _____, 19__

Name of Teacher Trainer _____

Total Number of Visits Made to Schools: _____

Total Number of Workshops Conducted: _____

Total Number of Demonstration Lessons Given: _____

Total Number of Other Activities Conducted: _____

Appendix C

TO: Department Chairmen

FROM: Harvey Nadler, Director, Evaluation Team

RE: S.U.E. Evaluation: "Improving the Teaching of ESL"

As part of the evaluation of the S.U.E. Program "Improving the Teaching of ESL" we have been asked to gather data concerning the coordination, resulting from the program sponsored by the Central Board, between your program and the junior high schools and the similarity between yours and the other high schools participating in the ESL program.

We would appreciate your taking the time to check and comment (if you like) on the two questions which appear on the attached sheet. Please return not later than June 4, 1973.

Thank you for your cooperation in this matter.

Very truly yours,

Harvey Nadler
Director, Evaluation Team

HN:pc

Evaluation: "Improving the Teaching of ESL"

A. As regards the ESL learners, is there successful coordination between your program and the junior high schools from which they have come?

yes _____ no _____ I do not know _____

Comments: _____

_____

_____

_____

_____

B. Is there similarity between your ESL program and the ESL programs of the other high schools participating in the project?

yes _____ no _____ I do not know _____

Comments: _____

_____

_____

_____

_____

Appendix D

S.U.E. EVALUATION TEAM

New York University Center for Educational Research

Drop Out Data

_____

School

	First Term	Second Term
1. School Drop Out Rate		
2. Number of School Drop Outs		
3. Total ESL Drop Out Rate		
4. Total Number of ESL Drop Outs		
5. ESL Drop Out Rate – City Funded		
6. Number of ESL Drop Outs – City Funded		
7. ESL Drop Out Rate – Project Funded		
8. Number of ESL Drop Outs – Project Funded		

	First Term			Second Term		
	City Funded ESL	Project Funded ESL	Regular School Program	City Funded ESL	Project Funded ESL	Regular School Program
School Wide						
Beginning Registration						
less Transfers						
Net Registration						
less Ending Registration						
Registration Difference						
Eleventh Grade *						
Beginning Registration						
less Transfers						
Net Registration						
less Ending Registration						
Registration Difference						

*For the eleventh grade the figures should be for those students that have participated in the ESL program and are now in the main stream and other students in the main stream.

Appendix E

PROFESSIONAL TRAINING AND INVOLVEMENT QUESTIONNAIRE

Comparison of Teachers in Terms of ESL Experience
Responses Expressed as Frequencies

Please indicate whether you have had the following courses at an accredited college or university.	*TOTAL*		*Teachers with less than two years experience*		*Teachers with two-five years experience*		*Teachers with six or more years experience*	
	Yes	*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*
a. ESL methodology	48	21	16	12	22	6	10	3
b. ESL theory and/or materials	41	28	12	16	20	8	9	4
c. Phonology and/or phonetics	56	13	23	5	22	6	11	2
d. Contrastive linguistics	28	41	10	18	12	16	6	7
e. General linguistics	58	11	24	4	24	4	10	3
f. Structure of English	46	23	18	10	20	8	8	5
g. Transformational Generative Grammar	30	39	11	17	15	13	4	9
a member of National TESOL?	25	44	4	24	12	16	9	4
a member of N.Y.S. ESOL BEA?	10	59	3	25	4	24	3	10
Participation in TESOL Conventions	24	45	4	24	10	18	10	3
Participation in N.Y.S. Conventions	16	53	4	24	7	21	5	8

Appendix F

PROGRAM RATING INSTRUMENT

Comparison of Teachers in Terms of Total Teaching Experience
Expressed as Percentages

	Total						Teachers With Less Than Two Years Experience						Teachers With Two-Five Years Experience						Teachers With Six or More Years Experience					
	E	G	S	F	P	NA	E	G	S	F	P	NA	E	G	S	F	P	NA	E	G	S	F	P	NA
Consultants																								
1. The opportunity to meet with consultants has been:	32	22	22	10	12	3	33	33	11	11	11	0	29	21	21	17	8	4	33	19	25	6	14	3
2. The number of visits by consultants has been:	26	22	22	9	13	4	22	56	11	0	11	0	25	25	17	8	17	8	28	19	28	11	11	3
3. The availability of consultants when called has been:	35	23	17	12	4	9	44	22	0	11	11	11	38	21	21	13	0	8	31	25	19	11	6	8
4. The working relationship with consultants has been:	51	19	13	4	6	7	44	44	0	0	0	11	50	21	13	8	0	8	53	11	17	3	11	6
5. The quality and expertise of the consultants has been:	46	19	12	7	4	12	44	33	0	0	11	11	42	25	13	13	0	8	50	11	14	6	6	14
Workshops																								
6. The number of workshops has been:	9	16	13	9	23	30	11	22	33	11	11	11	13	4	13	8	29	33	6	22	8	8	22	33
7. The quality of workshops has been:	16	17	9	3	13	42	22	22	33	0	0	22	13	17	8	0	13	50	17	17	3	6	17	42
8. The sequencing of workshops has been:	6	20	12	7	12	43	0	33	22	22	0	22	8	13	17	0	13	50	6	22	6	8	14	44
Demonstration Lessons																								
9. The number of demonstration lessons has been:	9	14	17	7	25	29	0	44	22	0	11	22	8	13	17	8	25	29	11	8	14	8	28	31
10. The quality of the demonstration lesson has been:	22	22	3	4	6	43	22	44	0	0	0	33	21	21	4	4	4	46	22	17	3	6	8	44
11. The sequencing of the demonstration lessons has been:	6	19	12	6	12	46	0	44	11	11	0	33	4	21	17	4	13	42	8	11	8	6	14	53
Instructional Materials and Textbooks																								
12. The variety of instructional materials and textbooks has been:	39	35	10	10	3	3	33	44	0	22	0	0	38	33	13	8	4	4	42	33	11	8	3	3
13. The availability of instructional materials and textbooks has been:	42	32	10	10	3	3	33	22	22	22	0	0	50	25	4	13	4	4	39	39	11	6	3	3
14. The quality of instructional materials and textbooks has been:	32	35	14	12	3	4	33	22	11	33	0	0	33	38	8	13	4	4	31	36	19	6	3	6
Audio-Visual Aids																								
15. The variety of audio-visual aids has been:	23	36	22	12	4	3	22	56	0	22	0	0	8	42	33	4	8	4	33	28	19	14	3	3
16. The availability of audio-visual aids has been:	25	28	28	12	6	3	22	44	0	33	0	0	13	29	42	4	8	4	33	22	25	11	6	3
17. The quality of audio-visual aids has been:	20	35	26	10	4	4	22	44	11	11	0	11	8	38	38	8	4	4	28	31	22	11	6	3

Appendix G

PROGRAM RATING INSTRUMENT

Comparison of Teachers in Terms of Years of Total Teaching Experience
Expressed as Modal Responses

	Total		Teachers With Less Than Two Years Experience		Teachers With Two to Five Years Experience		Teachers With Six or More Years Experience	
Consultants	*At least 90%*	*Below 90%*	*At least 90%*	*Below 90%*	*At least 90%*	*Below 90%*	*At least 90%*	*Below 90%*
1. The opportunity to meet with consultants has been	54	47	66	33	50	50	52	48
2. The number of visits by consultants has been:	52	48	79	22	50	50	47	53
3. The availability of consultants has been:	58	42	66	33	59	42	56	44
4. The working relationship has been:	70	30	88	11	71	29	64	37
5. The quality and expertise of the consultants has been:	65	35	77	22	67	34	61	40
Workshops								
6. The number of workshops has been:	25	75	33	66	17	83	28	71
7. The quality of the workshops has been:	33	67	44	55	30	71	34	68
8. The sequencing of workshops has been:	26	74	33	66	21	80	28	72
Demonstration Lessons								
9. The number of demonstration lessons has been:	23	77	44	55	21	79	19	81
10. The quality of demonstration lessons has been:	44	56	66	33	42	58	39	61
11. The sequencing of the demonstration lessons has been:	25	76	44	55	25	76	19	81
Instructional Materials and Textbooks								
12. The variety of instructional materials and textbooks has been:	74	26	77	22	71	29	75	25
13. The availability of instructional materials and textbooks has been:	74	26	55	44	75	25	78	23
14. The quality of instructional material and textbooks has been:	67	33	55	44	71	29	67	34
Audio-Visual Aids								
15. The variety of audio-visual aids has been:	59	41	78	22	50	49	61	39
16. The availability of audio-visual aids has been:	53	49	66	33	42	58	55	45
17. The quality of audio-visual aids has been:	55	44	66	33	46	54	59	42

Appendix H

PROGRAM RATING INSTRUMENT

Comparison of Teachers in Terms of Total Teaching Experience
Expressed as Frequencies

	Total						Teachers With Less Than Two Years Experience						Teachers With Two to Five Years Experience						Teachers With Six or More Years Experience					
	E	G	S	F	P	NA	E	G	S	F	P	NA	E	G	S	F	P	NA	E	G	S	F	P	NA
Consultants																								
1. The opportunity to meet with consultants has been:	22	15	15	7	8	2	3	3	1	1	1	0	7	5	5	4	2	1	12	7	9	2	5	1
2. The number of visits by consultants has been:	18	18	15	6	9	3	2	5	1	0	1	0	6	6	4	2	4	2	10	7	10	4	4	1
3. The availability of consultants when called has been:	24	16	12	8	3	6	4	2	0	1	1	1	9	5	5	3	0	2	11	9	7	4	2	3
4. The working relationship with consultants has been:	35	13	9	3	4	5	4	4	0	0	0	1	12	5	3	2	0	2	19	4	6	1	4	2
5. The quality and expertise of the consultants has been:	32	13	8	5	3	8	4	3	0	0	1	1	10	6	3	3	0	2	18	4	5	2	2	5
Workshops																								
6. The number of workshops has been:	6	11	9	6	16	21	1	2	3	1	1	1	3	1	3	2	7	8	2	8	3	3	8	12
7. The quality of the workshops has been:	11	12	6	2	9	29	2	2	3	0	0	2	3	4	2	0	3	12	6	6	1	2	6	15
8. The sequencing of the workshops has been:	4	14	8	5	8	30	0	3	2	2	0	2	2	3	4	0	3	12	2	8	2	3	5	16
Demonstration Lessons																								
9. The number of demonstration lessons has been:	6	10	11	5	17	20	0	4	2	0	1	2	2	3	4	2	6	7	4	3	5	3	10	11
10. The quality of the demonstration lessons has been:	15	15	2	3	4	30	2	4	0	0	0	3	5	5	1	1	1	11	8	6	1	2	3	16
11. The sequencing of the demonstration lessons has been:	4	13	8	4	8	32	0	4	1	1	0	3	1	5	4	1	3	10	3	4	3	2	5	19
Instructional Materials and Textbooks																								
12. The variety of instructional materials and textbooks has been:	27	24	7	7	2	2	3	4	0	2	0	0	9	8	3	2	1	1	15	12	4	3	1	1
13. The availability of instructional material and textbooks has been:	29	22	7	7	2	2	3	2	2	2	0	0	12	6	1	3	1	1	14	14	4	2	1	1
14. The quality of instructional materials and textbooks has been:	22	24	10	8	2	3	3	2	1	3	0	0	8	9	2	3	1	1	11	13	7	2	1	2
Audio-Visual Aids																								
15. The variety of audio-visual aids has been:	16	25	15	8	3	2	2	5	0	2	0	0	12	10	8	1	2	1	12	10	7	5	1	1
16. The availability of the audio-visual aids has been:	17	19	19	8	4	2	2	4	0	3	0	0	3	7	10	1	2	1	12	8	9	4	2	1
17. The quality of the audio-visual aids has been:	14	24	18	7	3	3	2	4	1	1	0	1	2	9	9	2	1	1	10	11	8	4	2	1

Appendix I

AWARENESS INSTRUMENT

Comparison of Teachers in Terms of Years of Total ESL Experience
Responses are Expressed as Frequencies

	Total		*Teachers With Less Than Two Years Experience*		*Teachers With Two-Five Years Experience*		*Teachers With Six or More Years Experience*	
	Yes	*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*
24. The effect of cultural differences on language	47	22	17	11	20	8	10	3
25. The nature of cultural differences	50	19	19	9	21	7	10	3
26. The cultural background of the students you are teaching	51	18	19	9	22	6	10	3
27. The nature of the English grammatical system	37	32	15	13	13	15	9	4
28. The difference between the sound system of English and other languages	42	27	18	10	15	13	9	4
29. The implications of linguistics and psychology for the ESL teacher	42	27	20	8	14	14	8	5
30. New materials especially for ESL learners	55	14	23	5	21	7	11	2
31. New approaches to teaching grammar	41	28	20	8	13	15	8	5
32. New approaches to teaching reading	37	32	15	13	15	13	7	6
33. New approaches to teaching composition	35	34	16	12	12	16	7	6
34. New approaches to teaching vocabulary development	43	26	20	8	16	12	7	6
35. New approaches to teaching pronunciation	43	26	19	9	13	16	11	2
36. New approaches to teaching spelling	28	41	13	15	7	21	8	5
37. New approaches to using audio-visual aids in the classroom	37	32	15	13	14	14	8	5
38. New approaches to using field experiences as learning experiences	38	31	14	14	16	12	8	5

Appendix J

AWARENESS INSTRUMENT

Comparison of Teachers in Terms of Total Teaching Experience
Responses are Expressed as Percentages

	Total		*Teachers With Less Than Two Years Experience*		*Teachers With Two-Five Years Experience*		*Teachers With Six or More Years Experience*	
	Yes	*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*
24. The effect of cultural differences on language	68	32	67	33	63	38	72	28
25. The nature of cultural differences	72	28	89	11	63	38	75	25
26. The cultural background of the students you are teaching	74	26	100	0	67	33	72	28
27. The nature of the English grammatical system	54	46	78	22	42	58	56	44
28. The difference between the sound system of English and other languages	61	39	78	22	54	46	61	39
29. The implications of linguistics and psychology for the ESL teacher	61	39	78	22	50	50	64	36
30. New materials especially for ESL learners	80	20	89	11	75	25	81	19
31. New approaches to teaching grammar	59	41	67	33	38	63	72	28
32. New approaches to teaching reading	37	32	44	56	46	54	61	39
33. New approaches to teaching composition	51	49	89	11	33	67	53	47
34. New approaches to teaching vocabulary development	62	38	89	11	46	56	67	33
35. New approaches to teaching pronunciation	62	38	67	33	46	54	72	28
36. New approaches to teaching spelling	41	59	44	56	21	79	53	47
37. New approaches to using audio-visual aids in the classroom	54	46	67	33	38	63	61	39
38. New approaches to using field experiences as learning experiences	55	45	67	33	46	54	58	42

Appendix K

S.U.E. EVALUATION TEAM

New York University Center for Educational Research
High School Chairmen Data

School _____ Chairman _____

1. How many workshops were provided in your school? _____
2. How many demonstration lessons were provided in your school? _____
3. How many visits did consultants from the Board of Education make to your school? _____
4. How many teachers received time to go to the Board of Education for meetings? _____
5. How many project funded ESL teachers are in your school? _____
6. How many city funded ESL teachers are in your school? _____
7. How would you rate your opportunity for input to the Central Board? _____

Appendix L

RESULTS OF PUERTO RICAN SCALE A

Expressed as Frequencies

		Post Test Distribution					
Pretest Level	*Total*	*F*	*E*	*D*	*C*	*B*	*A*
C	192	0	0	5	74	111	2
D	208	0	1	35	150	22	0
E	142	1	21	89	27	4	0
F	142	20	64	52	6	0	0

Appendix M

The Linguistic Capacity Index test utilized in this study has several problems for the testee both in the instruction which he is expected to follow and in the items to which he must respond.

The instruction for the pre-test badly mislead the testees by suggesting that they will have to match up a picture at the right with the one at the extreme left, whereas the picture at the extreme left is merely a guide for those testees who cannot read (recognize, understand) the number for each item. Other problems with instructions are discussed under specific items below.

A. *Vocabulary Recognition*

#5 The interpretation of the meaning of the word *with* determines whether the testees are marked correct since there are two pictures in which there are a boy and a book, but only one in which the boy is holding the book (in the other he is apparently reaching for it), the former being the expected correct response.

#8 The correct picture contains a boy seemingly walking up a road to a schoolhouse and the testee is instructed to "Mark the boy who is going to school." Another picture, however, contains a boy sitting at what is obviously a school desk. This boy is *in* school and NOT going *to* school, but if a testee in his own mind misconstrues the tenses ("going to school" and "goes to school") then he could select the other picture, and be marked wrong on what is in fact a grammatical distinction and not one of vocabulary recognition.

#10 instructs the testee to "Mark the boy who is going across (sic)." Without an object this is an odd construction. The picture indicates a boy crossing a bridge. If the testers were testing vocabulary recognition and not function words like *across*, they might have asked the testee to identify the word *bridge*. However, even testing *across* could have been handled better by showing a boy going across, going under, and (perhaps magically) going (flying) over a bridge. (The other two choices in the given item show a boy standing on a box and a boy just standing.)

#12 This item suddenly forces the testee to shift the focus for the item contains (from left to right) 1. a boy looking to the right 2. a boy looking under a house, and 3. another boy looking to the right. The instructions are to "Mark the boy who is looking at the house." Unlike previous items wherein each of the three pictures was a discrete item, here the testee is faced with a total picture consisting of the three items listed above. (In addition to the shift of emphasis, the testers are once again testing function words (as in items 5, 8, 9, 10, and 11); perhaps, it is a matter of orientation (the evaluators') but vocabulary recognition suggests that those being tested will be able to recognize concrete objects or concepts.)

#13 Instructions are to "Mark the boy who is going down." (a sliding pond)—a recurrence of the problem described in #10. The other two boys in the picture are sitting at a school desk (as in #8) and standing (as in #10).

#16 through #20 These items create double confusion, since the instructions change to "Draw a circle around . . ." (the students, however, have been alerted to this in the general directions:

"Prior to the administration of the test the teacher must instruct the pupils in marking a line through a picture and drawing a circle." (*Manual of* Instructions, p. 2) However, the testees in items 16 through 20 are told, respectively, to draw a circle around

one of three boys in #16 (*a* boy)

two (3, 4, 5?) of the five dogs in #17 (*some* dogs)

all five apples in #18 (*all* the apples)—the best any testee could do is an elliptical figure at any rate.

around the two cats in #19 (*both the* cats), and

in #20, the testee must draw *five* circles (!), one around each of the five dogs illustrated (*each* dog).

One might also ask why all those pictures that contain a child or children in the first section (Vocabulary Recognition) consist only of pictures of boys. A girl appears for the first time in the fourth item in the phonology section.

B. *Contrastive Phonology*

#5 Instructions are to "Mark pull," with pictures of a boy *pull*ing a wagon, a boy apparently holding his nose as he goes off a diving board into a *pool*, and a flag*pole* with an American flag. Even the least purist among educators would be taken aback by the grammar (meaning) of the instructions to the testee. What about the non-native learner? Perhaps, he gets it correct, but is he also learning that this is correct English? (In #15 with the same three pictures, the instructions are to "Mark the pool.")

#7 The instructions are for the testee to "Mark the cupboard." How many non-native youngsters have heard the word or why they should is beside the point—will they recognize the middle picture of the cupboard and not the first picture of a boy in bed, or the third of four cups? Is this contrastive phonology?

#10 Instructions are to "Mark the leather," with pictures of a ladder, a letter, and the sole of a shoe.

#11 Instructions are to "Mark the sink," with pictures of a boy sitting (and thinking?), a woman with her hands in the sink, and a woman, mouth agape, holding a book, with musical notes off to the left (singing). Apparently, if the authors had chosen either of the other two choices, they would have suggested that testees "Mark think (the think?)" or "Mark sing (the sing?)"—in fact, "Mark the sing." turn up as the instructions for #20.

#17 consists of pictures of a shoe, a boy chewing (with a bite seen missing from the sandwich he has in his hand) and the same girl who appeared in #4 and #8 (but whose activity is unclear to the evaluators). To be consistent (see #5) if the second picture is the correct answer, the instructions should read "Mark chew," but they say, "Mark the chew."

C. *Contrastive Grammar*

#1 The inclusion of the middle picture of a dog is meaningless in an item that calls for the

testee to "Mark the *bird* that can fly away." (italics added)

#6 Similarly, the third picture of a boy alone, in an item that calls for the testee to "Mark the boy who likes the dog." is meaningless.

#9 contains a picture of a bird with beak open and musical notes coming out, a dog, and another bird with beak closed. The instructions are to "Mark the animal that doesn't sing." A bright child might mark the dog as soon as he heard the word *animal*; nevertheless, some birds do not sing and the third picture may imply an ambiguous correct choice.

#10 contains a picture of two boys (one tall in long pants, one short in short pants) and a girl. The instructions are to "Mark the boy who is taller."

#12 contains the same three pictures as in #3, with the same instructions except that #3 says, "Mark the *dog* that has eaten." and #12, "Mark the *animal* that has eaten." (italics added)

#8 and #18 are "Mark the boy who is cold." and ". . . who has a cold," respectively with pictures of a boy in bed apparently with a thermometer in his mouth, and a table with medicine nearby, and a boy dressed warmly (including ear laps), a snowman in the background; the boy is apparently shivering as he clutches his elbows with his hands, his knees bent with extra lines drawn to indicate the shivering. A boy who is cold can have a cold and vice versa; true the grammatical difference does exist, but is this item worth testing?

The major question about the grammatical contrasts, however, is based on the fact that the instructions for each item contain a relative clause ("Mark the X *who* or *that* . . .") with the exception of #15 ("Mark the doghouse.") Admittedly, there is consistency in the use of these relative clauses, but some of the items might have been simplified (at least in "surface" terms of the number of words that the testees had to listen to and understand) e.g. #4 the jumping boy; #8 the cold boy; #10 the taller boy; #17 the painted rabbit; and #19 the tallest boy. Perhaps using both types would not have permitted the testers to contrast the items.

Appendix N

AN ANALYSIS OF THE DISTRIBUTION OF LCI SCORES FOR ESL STUDENTS

Rated on the Puerto Rican Scale A

N = 289

	Pre-Test				Post-Test				Gains			
	Pre Total	Pre Vocabulary	Pre Cont. Phon	Pre Cont. Gram	Post Total	Post Vocabulary	Post Cont. Phon	Post Cont. Gram	Total	Vocabulary	Cont. Phon	Cont. Gram
Pre = B Mean	50.73	18.45	14.45	17.36	53.73	18.73	16.14	18.86	3.00	.28	1.69	1.50
Median (Q_2)	53.17	19.07	15.83	18.17	54.50	19.58	16.50	19.58				
S.D.	6.96	2.19	3.26	3.24	5.53	2.20	2.80	1.58				
Q_1	49.00	17.75	12.00	17.00	51.00	18.33	14.00	18.00				
Q_3	55.63	19.81	17.00	19.58	58.00	20.00	18.38	20.00				
Quartile Range (Q_3-Q_1)	6.63	2.06	5.00	2.58	7.00	1.69	4.38	2.04				
Range	28-57	10-20	7-19	7-20	38-60	11-20	11-20	15-20				
Pre = C Mean	47.93	18.21	12.92	16.99	51.89	19.04	14.77	18.07	3.96	.85	1.85	1.08
Median (Q_2)	48.63	18.98	12.75	17.56	52.57	19.51	14.86	18.15				
S.D.	6.69	2.21	2.92	2.66	4.50	1.27	2.63	1.69				
Q_1	44.56	17.35	10.54	15.33	49.25	18.43	12.96	16.93				
Q_3	53.38	19.71	15.42	19.20	54.94	20.00	16.61	19.63				
Quartile Range (Q_3-Q_1)	8.82	2.36	4.88	3.82	5.71	1.57	4.65	2.70				
Range	31-58	10-20	7-18	10-20	41-59	15-20	6-20	13-20				
Pre = D Mean	45.29	17.52	12.02	15.77	49.77	18.55	13.81	17.32	4.84	1.03	1.79	1.55
Median (Q_2)	46.06	18.10	11.88	15.96	50.20	18.99	13.57	17.65				
S.D.	5.96	2.23	2.34	2.63	5.38	2.13	2.67	2.21				
Q_1	40.46	16.02	10.19	14.13	46.25	18.07	11.88	15.91				
Q_3	49.58	19.24	13.61	17.66	53.98	19.73	15.69	19.18				
Quartile Range (Q_3-Q_1)	9.12	3.22	3.42	3.53	7.73	1.64	3.81	3.27				
Range	30-57	10-20	9-17	9-20	34-58	8-20	8-20	12-20				
Pre = E Mean	38.63	14.19	10.89	13.79	44.65	16.83	12.12	15.44	6.02	2.64	1.23	1.65
Median (Q_2)	39.08	14.44	10.67	14.42	44.40	17.09	11.91	15.47				
S.D.	9.02	3.94	2.84	3.62	5.99	2.51	2.63	2.80				
Q_1	32.04	11.33	9.01	11.58	40.75	14.98	9.92	14.04				
Q_3	45.58	17.43	12.71	16.13	50.13	18.97	14.21	17.38				
Quartile Range (Q_3-Q_1)	13.54	6.05	3.62	4.55	9.38	3.99	4.29	3.34				
Range	13-55	4-20	5-17	1-20	29-57	10-20	7-18	6-20				
Pre = F Mean	35.15	12.75	9.90	12.50	43.55	16.40	11.85	15.35	8.40	3.65	1.95	2.85
Median (Q_2)	36.50	12.10	9.36	12.83	43.50	17.00	11.50	15.50				
S.D.	6.34	2.91	1.73	3.49	6.10	2.96	2.50	2.03				
Q_1	28.18	10.25	3.64	9.17	39.50	13.18	9.50	14.00				
Q_3	38.25	15.00	11.50	15.17	48.17	19.80	13.90	16.83				
Quartile Range (Q_3-Q_1)	10.07	4.75	2.86	6.00	8.67	5.82	4.40	2.17				
Range	26-48	9-19	7-13	6-19	32-53	11-20	8-17	11-19				
Pre = Total Mean	43.94	16.57	11.99	15.46	48.85	18.09	13.65	17.00	4.91	1.52	1.66	1.54
Median (Q_2)	45.40	17.73	11.79	15.89	49.77	48.82	13.74	17.27				
S.D.	8.48	3.41	2.80	3.38	6.34	2.35	2.92	2.51				
Q_1	38.19	14.62	9.86	13.26	44.43	17.19	11.47	15.45				
Q_3	50.40	19.23	13.97	18.17	53.81	19.77	15.85	19.12				
Quartile Range (Q_3-Q_1)	12.21	4.61	4.11	4.91	9.38	2.58	4.38	3.67				
Range	13-58	4-20	5-19	1-20	29-60	8-20	6-20	6-20				